Port Melbourne Primary School

1:1 BYO iPad program

PARENT INFORMATION SESSION – 11TH AUGUST 2015
Today...

- The Changing Educational landscape and 21st Century Skills
- The AusVELS ICT curriculum
- Our Students’ views
- Why a 1:1 program
- Why iPads?
- The pedagogy behind the program
- Some frequently asked questions
- The 2016 proposal
- Purchasing recommendations
- Any questions
The crisis — and there is no other word for it — in public schooling is a function of the interaction of an enormous push-pull dynamic. The push factor is that students find schooling increasingly boring as they proceed across the grades. Studies from many countries show that among high school students less than 40% of upper secondary students are intellectually engaged (Jenkins, 2013; Willms et al., 2009). Teachers and students are psychologically if not literally being pushed out of school. Meanwhile prodigious technology is alluring all, kids and adults alike, to the digital world, not necessarily productively. Education under these terms needs to be radically rethought — partly to stop the boredom, but mostly to blow the lid off learning, whereby students and teachers as partners become captivated by education day in and day out.

Michael Fullan

New Pedagogies for Deeper Learning, June 2013
Remember When…

Classrooms looked like this?

You always had to use a pen and paper to show what you had learnt?

Learning was all about the three Rs?
The Changing Educational Landscape

Remember When…

calculators, diaries, atlases, thesauruses, newspapers, dictionaries, compasses, cameras, audio recorders, notebooks, text books, multiplication charts, books, digital video recorders, video players, MAB blocks, music players…

Were all separate things?
The Changing Educational Landscape

- Information is no longer restricted.
- It is now possible for a person to have the world’s information in the palm of their hands at any time at any place.
- Knowledge retention and recall is not the only thing we value.
- With such ubiquitous access to information our students need more than just content knowledge and the ability to remember – they need to learn how to harness the masses of information out there, evaluate it and apply it in creative and collaborative ways.
- Whilst Literacy and Numeracy still form the foundation, other skills need to be developed to prepare students for life in the 21st century, to succeed in the information age.
Literature and Research into key 21st Century skills identify 4 Cs that are key for success in the information age.

- Creativity
- Collaboration
- Communication
- Critical Thinking
The Assessment and Teaching of 21st Century Skills project (ATC21S) is being conducted by the University of Melbourne.

“There is a set of skills that people need to function successfully in the modern workplace and we need to get the education system to look more closely at them…”

“New standards for what students should be able to do must replace the basic skills and knowledge expectations of the past. To meet this challenge schools must be transformed in ways that will enable students to acquire the sophisticated thinking, flexible problem solving, collaboration and communication skills they will need to be successful in work and life.”
The advances in ICT haven’t just given more access to information but have provided us with significantly more tools develop these skills.

We now have:

- A connection between an individual’s desire to create something and the tools to create it.
- A connection between an individual’s passion to communicate and the audience to listen
- A connection between an individual’s passion to learn and the resources to learn it.
21st Century Skills

https://youtu.be/nA1Aqp0sPQo
At Port Melbourne we want our young learners to develop these 21st century skills – to use technology fluently and efficiently to safely connect, collaborate and create individually and with their teachers and peers both in and out of the classroom.

Clearly, access to, and education in, harnessing the massive potential of ICT appropriately is a vital part of this learning process and a key responsibility of a school in the early 21st century.
How this fits with the curriculum

- **Stages of Learning in Information and Communications Technology**

- **Years 5 to 8 – Building breadth and depth**

  Early in this stage students become more proficient in the use of ICT for the purposes of sharing knowledge and acquiring information. They use ICT to visualise their thinking in order to make sense of ideas, concepts and issues from all domains, and to reflect on their learning.

  Students progress by devising planned approaches to problem solving. This involves documenting the order of, and time allocation for, individual tasks within extended projects. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes. They use the equipment’s operating system and software functions to manage their files.

  Later in this stage, students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria. They conform to accepted codes of practice when using ICT, and discuss the consequences of ICT use in a range of environments and contexts in the community. Students create and maintain digital evidence of their learning in all domains, the evidence exemplifying the progress made in applying ICT knowledge and skills.
With these changing Educational priorities as a backdrop, we surveyed our current Year 4 and 5 students about the current situation at PMPS…

Q2. Do you have enough access to ICT currently at school?

Answered: 138  Skipped: 1

Q3. Would you like more access to ICT at school?

Answered: 138  Skipped: 1
**Q4** What ICT devices do you currently use in class? You can choose more than one answer.

Answered: 130  Skipped: 0

- Laptop computer
- Netbook computer
- iPad
- Digital Camera
- Interactive whiteboard/TV
- Other (please specify)

**Q5** What devices would you like access to in your class? You can choose more than one answer.

Answered: 139  Skipped: 0

- Laptop computer
- Netbook computer
- iPad
- Digital camera
- Interactive whiteboard/TV
- Other (please specify)
Q6 Would you prefer to share devices with your year level or have access to one for yourself?

Answered: 138  Skipped: 1

Q7 Would you prefer to bring your own device to school that you own?

Answered: 138  Skipped: 1
Q9 Do you have access to a device at home?

Answered: 134  Skipped: 5

Yes

No

Q10 If you have a device at home, what type of device is it? You can choose more than one answer.

Answered: 137  Skipped: 2

- iPad
- Netbook
- Laptop
- Desktop
- Mobile phone
- Other (please specify)
Why a 1:1 program?

- Aims to provide each Grade 5/6 student with 1:1 access to an iPad
- Provides easy access to an iPad whenever the learning task requires it.
- Allows learning that takes place in school to be easily shared at home
- Our current ICT situation at PMPS prevents us from doing this to the extent we would like – this is why we are asking our families to support a BYOD program.
Why a 1:1 program?

- 1:1 is about learning rather than technology.
- 1:1 is not about having a lesson on iPads – it’s about doing a curriculum-based learning activity that allows the use of an iPad as a tool.
- 1:1 is not going to the computer lab for a technology class, it’s having information and tools at the fingertips of students and teachers whenever the learning task requires it.
- Students see the iPad as their personal learning device. They can set it up to suit their learning needs.
Why a 1:1 program?

- NSW Government 2013 Literature Review ‘Bring Your Own Device (BYOD) in Schools’ found that in schools with BYOD/1:1 programs:
  - Evidence of improvements in standardised test results, particularly in Literacy and Writing.
  - Students in these programs had become more self-directed learners and were more engaged and motivated while teachers were shifting to more student centred practices.
  - Students displayed major increases in their intrinsically engaged scores, shifting from 43% intrinsically engaged in Autumn 2007 to 68% intrinsically engaged in Spring 2010.

Why iPads?

- Most students have iPad/iPod/iPhone expertise from home
- Quick to log on
- No loading time of a computer
- No username or password required
- Easy to troubleshoot
- Wider range of user friendly applications and functionality than a laptop/netbook
- Albert Park College has a very successful BYOD 1:1 iPad program – we are developing the skills and work habits that will be expected in Year 7 for most of our students
iPads are mobile...

- Mobile: ideal for investigating and collecting evidence
- Classrooms reflect how people seek, learn and create in the modern world - we need a device to match.
- Provides easy and regular access to online collaborative spaces
- Ideal for group work at school
- Doesn’t crowd desks
iPads are flexible and creative – they cater for all learning styles

- Multi modal delivery: text, audio, image, video
- Adjust text size, sounds to suit learner
- Students can express their ideas in different formats
Why iPads?

There is a rapidly growing body of research that points to the positive effects use of iPads in 1:1 programs have on educational engagement, motivation, creativity and independence.

The Victorian Department of Education and Training (DET) recently ran an extensive research project ‘iPads for Learning – In Their Hands’. This placed 700 iPads in nine primary, secondary and special school settings across Victoria.
Why iPads?

The trial investigated the capacity of iPads to:

- increase independent and self-initiated learning among students
- increase student motivation and active engagement in learning
- improve teachers’ capacity to plan for and meet individual student needs
- Improve student learning outcomes
- extend students’ learning beyond the classroom and
- Improve parental engagement in learning and strengthen home-school links.
Why iPads?

The study’s key findings were:

- The iPad has functionality and features that enhance its use as an effective and engaging learning tool.
- The iPad is just a device. It is just another resource, albeit a powerful ‘anything anytime anywhere’ tool, in the teaching and learning toolkit.
- 85% of primary teachers thought that students were more motivated and engaged in learning
- 90% of students said that learning was more fun when using the iPads.
- 67% of teachers said that use of the iPad had improved their effectiveness as teachers
- 83% of primary teachers thought that using the iPad had improved students’ literacy outcomes
Why iPads?

The study’s key findings were:

- Teaching and learning success with iPads is more likely where they are used in a supportive school and home environment.
- iPads in the trial had a significantly greater educational impact and were more successfully implemented in primary school settings than in secondary schools.
- Quality teaching is the factor which enables the iPad to be used effectively to improve student motivation, engagement and learning outcomes.

As we start to plan for a 1:1 iPad classroom, we need to ensure the technology is used in a meaningful way – not just for the sake of it.

- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable
- **Modification**: Tech allows for significant task redesign
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement
- **Substitution**: Tech acts as a direct tool substitute, with no functional change
The pedagogy behind the program

**Substitution**
- Class Task: Taking notes using iOS Notes
- Researching: Using Safari to research and collate information (select/copy)
- Presentation: Create a Keynote presentation on the iPad
- Content Distribution: Copy, paste and send a web address by email
- Authoring Documents: Open a PDF from an email to read the document
- File Management: Students email documents from Pages to Teacher

**Augmentation**
- Using Evernote to Categorise and Tag class notes
- Bookmark and Share sources using the share button
- Demonstrate understanding using Show Me Everything
- Send a ‘Meeting Request’ for deadline reminders
- Dictionary / Search Document
- Student submit to submissions folder from Pages

**Modification**
- Using SlingNote to curate online sources
- Download and annotate image using Skitch
- Combine audio, video and text notes in iMovie Presentation
- Create and Scan a QR Code
- Annotating digital documents in GoodReader and iBooks
- Managing files from Server and Google Drive using GoodReader

**Redefinition**
- Sharing notebooks and collaborating using Evernote
- Mind mapping concepts visually
- NearPod Presentation
- Augmented Reality (AR) using Aurasma
- Creating an interactive document using iBooks Author
- Allowing peer-feedback and collaboration using a Wiki
The pedagogy behind the program

https://youtu.be/ielQfOywe5E
Some Frequently Asked Questions

How Much time will my child be spending on their iPad at school?

- The iPad will not replace pen and paper activities – there is still a need for traditional texts and writing skills today and in the future.

- iPads will not be used for long periods of time in class – they are a tool to take out and use when needed.

- The iPad is one tool amongst many to support active learning – students will still learn using a wide range of materials and resources.
Some Frequently Asked Questions

How do we manage screen time at home?

- At home we recommend that students use their iPad for no more than one hour a day – homework tasks will be sensitive to this issue and in line with our homework policy.
- At home iPads should be used in a shared space so use can be monitored – never in their bedroom.
- We recommend charging the iPad in a central spot and then lock them away over night.
- Parent can manage use and place restriction on apps and content by going into settings-general-restrictions
How can my child be responsible for looking after an iPad each day?

- Each morning, students will securely store their bags within a teacher attended classroom when they arrive at school.
- Students will store their iPads in a locked container in their classroom when they are not being used.
- Students are not permitted to take iPads into the yard at recess or lunchtime for any reason and there will be no ‘free time’ on iPads.
- iPads must come to school in tough protective cases and we strongly recommend insuring them.
How will you keep students safe online?

- The 1:1 program is a learning opportunity to tackle issues of cyber safety, appropriate use of ICT and ergonomic issues of over-use.
- We will plan to embed long lasting safe practices of digital technology.
- Our school’s network uses state of the art filtering software to prevent access of inappropriate content through the internet or apps.
- We are currently researching best practice in this area to create an ‘acceptable user agreement’ for families and students to sign.
- Later in the year we will run additional ‘safe use’ parent sessions on these issues.
Some Frequently Asked Questions

What about families who can’t afford an iPad for their child?
- We realise that purchasing an iPad is an expense
- Provide flexible options for purchasing, an iPad mini can be bought for around $350 and paid for using ‘flexirent’ over a period of time ($23 per month including insurance)
- The greater the uptake, the more successful this program will be.
- Some families will still not be able to provide iPads and as a school we will endeavour to provide devices into the 5/6 classrooms, this will probably not be at a 1:1 ratio depending on levels of uptake.
- Gather parent intentions in the next few weeks to allow us to plan our resources accordingly.
Flemington Primary School

- James Thomas – Flemington e-learning leader

- Established and successful 1:1 iPad program in place in years 4-6
The 2016 Proposal

- Expectation for students in Year 5/6 to bring their own iPad to school from term 1 next year.
- Hardware to be managed by families. We will provide ongoing technical advice and networking assistance.
- Families should set up a separate iTunes account – sharing an account across the family may lead to cloud based issues and ‘unwanted’ sharing of content.
- Expected applications to be downloaded by families – the school will provide a list of apps to purchase later in the year.
- Happy for any iPad to be brought in (at least iPad 2) – APC have confirmed that any Air or Air 2 iPad will be compliant when our 5/6s reach them.
If purchasing new:

- **Model:** Mini 2, Mini 3, 4th Generation, Air or Air 2
- **Storage:** 32gb ideal (16gb fills up quickly)
- **Connection:** WI-FI (if 4G then Sim should be removed when in school)
- **Case:** is necessary – the tougher the better!
- **Screen protector**

JB HiFi offer an online parent portal to purchase an iPad, case and insurance in one place. They also offer flexible payment options.
Families are welcome to provide iPads from home.

If purchasing new, families can buy from any retailer but JB Hifi have provided an online Parent Portal.

By accessing [www.jbeducation.com.au/byod](http://www.jbeducation.com.au/byod) and entering the code PMPS2016 families can select from a range of recommended iPads at special education prices (generally lower than big retailers), purchase a protective case, insurance and access flexible payment and delivery options.
What are the next steps?

- Families to complete and return the iPad intentions form – to give us an indication of likely levels of uptake next year and allow us to plan our resourcing. The higher the level of uptake, the better the program will be.

- Parents to purchase iPad for their children and set up own Apple IDs ready for the start of the school year (they make ideal Christmas presents)

- School ‘iPad leaders’ to continue to visit other 1:1 iPad schools and observe best practice and gather inspiration. This will allow us to hit the ground running with a great program from day 1 2016.

- In term 4 the school will run further parent and student sessions on digital citizenship, ergonomic use and staying safe online.

- Recommended Apps list to be provided to parents by end of term so they can download them for the start of the school year.
Frequently Asked Questions

Please look over our list of Frequently Asked Questions to explain the main points of our 1:1 program.

This will also be inserted into the newsletter this week to give more detail to parents unable to attend.

Any Questions?